Textbook Alignment to the Utah Core

I Instructional Materials Evaluation Criteria (name and grade of the core document used to align)

_____ *Everyday Mathematics*, © 2007, Second Grade _____

Title _____ **Teacher's Lesson Guide Vol. 1 & Vol. 2 (TLG)** _____ **ISBN#** _**0076035948 (Vol. 1) & 0076035956 (Vol. 2)**

Title _____ **My Reference Book (MRB)** _____ **ISBN#** _**0076045374** _____

Title _____ **Math Journal Vol. 1 & Vol. 2 (MJ) _** _____ **ISBN#** _**0076045544 (Vol.1) & 0076045552 (Vol. 2)**

Title _____ **Math Masters** _____ **ISBN#** _**0076045587** _____

Title _____ **Minute Math +** _____ **ISBN#** _**0076045463** _____

Publisher: ___**Wright Group/McGraw-Hill, a division of the McGraw-Hill Companies** _____ _

Name of Person conducting alignment: _____**Heather Lash**_____

Overall percentage of coverage of the Utah State Core Curriculum: _____100_____%

Standard I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers.
Percentage of coverage for Standard I: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
1.1: Identify and represent the relationships among numbers, quantities, and place value in whole	**a.** Represent whole numbers in groups of hundreds, tens, and ones using base ten models and write the numeral	**Teacher Lesson Guide** 22, 36, 48, 54, 56-58, 59, 139-141, 186, 187, 188, 296, 298-299, 558, 764-766, 773, 776-778 **My Reference Book** 6-8, 16, 28, 132-133, 162-163	

numbers up to 1000.	representing the set in standard and expanded form.	**Math Journal** 9**,** 11, 15, 22, 27, 41, 53, 258 **Math Masters** 9, 10**,** 12, 13, 41, 57, 113, 114, 322 **Minute Math**+11, 23, 32-34, 36, 65	
	b. Identify the place and the value of a given digit in a three-digit numeral.	**Teacher Lesson Guide** 51-53, 54, 764-766, 767, 769-772, 774, 775-777, 778 **My Reference Book** **Math Journal** 9, 254, 258 **Math Masters** 12, 320, 321, 322, 337, 338, 339 **Minute Math+**	
	c. Demonstrate multiple ways to represent numbers using symbolic representations (e.g., thirty is the same as two groups of 15, the number of pennies in three dimes, or 58 - 28).	**Teacher Lesson Guide** 58, 59, 62-63, 138-141, 142, 783 **My Reference Book** 16, 138 **Math Journal** 11, 15, 41, **Math Masters** 40, 41, 42, 341, 422 **Minute Math**+9, 23, 32, 33	
	d. Compare and order numbers using the terms, greater than, less than, or equal to, and the symbols, >, <, and =.	**Teacher Lesson Guide** 65-68, 69, 70, 559-562, 563, 564 **My Reference Book** 122, **Math Journal** 17, 170 **Math Masters** 15, 16, 203, 204, 205 **Minute Math+**	
	e. Identify and describe even and odd whole numbers.	**Teacher Lesson Guide** 48 *(This objective is covered thoroughly in first grade.)* **My Reference Book** 96-97 **Math Journal** 7, 10, 16, 19, 58, 64, 94, 104, 110, 121, 220, 223, 227, 114 **Math Masters** **Minute Math+**	
Standard I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers. **Percentage of coverage for Standard I: 100 %**			

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
1.2: Use fractions to identify parts of the whole and parts of a set.	**a.** Divide geometric shapes and sets of objects into halves, thirds, and fourths.	**Teacher Lesson Guide** 604-607, 608, 609, 611-612, 614, 616-618, 619, 621-623, 624, 626-628, 630, 631-633, 634, 635, 673-675, 760-761, 762, 824-827, 828, 829, 835, 840-843, 846-848 **My Reference Book** 15 **Math Journal** 184, 187, 188, 191, 192, 193, 196, 197, 198-201, 203, 204, 214 **Math Masters** 122, 227, 228, 229, 230, 235, 236-238, 239, 241, 242, 243, 244, 245, 246, 316, 318, 360, 361 **Minute Math+**	
	b. Represent the unit fractions 1/2, 1/3, and 1/4 with objects, pictures, words (e.g., ___out of equal parts), and symbols.	**Teacher Lesson Guide** 604-607, 608, 609, 611-612, 616-618, 619, 620, 621-623, 624, 625, 626-628, 630, 631-633, 636-638, 639, 668-669, 758-759, 762-763 **My Reference Book** 15 **Math Journal** 184, 187, 188, 191, 192, 193, 196-197, 198-201, 203-204, 206 **Math Masters** 227, 230, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 313, 317, 318, 319 **Minute Math+**75, 142	
Standard I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.3: Estimate, model, illustrate, describe, and	**a.** Demonstrate quick recall of addition facts (up to 10 +	**TLG:** 33-36, 37, 49, 101-102, 103, 105-108, 109-110, 121-123, 124, 125,	

solve problems involving two- and three-digit addition and subtraction.	10) and related subtraction facts.	126-128, 129, 130, 158, 205, 280, 320, 353 **MRB:** 27, 120-122, 124, 125, **MJ:** 5, 24, 25, 27, 28, 35, 63 **MathM:** 32, 33, 35, 420, 421, 423, 447-449, 452 **MM+:**	
	b. Model addition and subtraction of two- and three-digit whole numbers (sums and minuends to 1000) in a variety of ways.	**Teacher Lesson Guide** 37, 44-45, 50, 95, 100, 107, 114, 124, 140, 142, 147, 159, 160, 201, 223, 249-251, 320, 379, 385-386, 432, 555-557, 562, 568, 686, 692-693, 780-782, 808-810, 813-815 **My Reference Book** 22-25, 28, 29, 31, 108-111, 116-118, 120-121, 122-123, 130-131, 134-135, 136, 137, 138-139, 140-143, 146-147 **Math Journal** 5, 24, 25, 28, 29, 32, 33, 80-83, 89, 134, 135, 144, 166, 167, 169, 172, 219, 220, 222, 260, 264-265, 293, 300 **Math Masters** 11, 19, 25-27, 31, 49, 50, 90, 91 92, 93 , 100, 105, 106, 159, 160, 161, 200, 201, 281, 341, 342, 350, 352, 415, 417, 418, 446, 451, 457 **Minute Math**+24, 80	
	c. Write a story problem that relates to a given addition or subtraction equation, and write a number sentence to solve a problem related to the environment.	**Teacher Lesson Guide** 95-96, 98, 104, 167, 232, 249-251, 385-387, 398 **My Reference Book** 88, 108-111 **Math Journal** 21, 23, 30, 37, 140-141, 145, 153 **Math Masters** 90-94, 159-161, 419 **Minute Math+**	
	d. Demonstrate fluency with two- and three-digit addition and subtraction	**Teacher Lesson Guide** 37, 44-45, 50, 95, 100, 107, 114, 124, 140, 142, 147, 159, 160, 201, 223, 249-251, 320, 379, 385-	

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
		386, 432, 555-557, 562, 568, 686, 692-693, 780-782, 808-810, 813-815 **My Reference Book** 22-25, 28, 29, 31, 108-111, 116-118, 120-121, 122-123, 130-131, 134-135, 136, 137, 138-139, 140-143, 146-147 **Math Journal** 5, 24, 25, 28, 29, 32, 33, 80-83, 89, 134, 135, 144, 166, 167, 169, 172, 219, 220, 222, 260, 264-265, 293, 300 **Math Masters** 11, 19, 25-27, 31, 49, 50, 90, 91 92, 93 , 100, 105, 106, 159, 160, 161, 200, 201, 281, 341, 342, 350, 352, 415, 417, 418, 446, 451, 457 **Minute Math**+24, 80	
	e. Use the inverse relationship between addition and subtraction and properties of addition to model and solve problems.	**Teacher Lesson Guide** 123, 127, 128, 158, 255, 258, 286, 558, 560-562*, 875-876 **My Reference Book** 25, 26, 27, 108-110 **Math Journal** 35, 37, 301 **Math Masters** 31, 33, 34, 35, 94, 156, 202, 415, 418, 423 **Minute Math+**	

Standard I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers.
Percentage of coverage for Standard I: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
1.4: Model, illustrate, and pictorially record solutions to simple multiplication and division problems.	**a.** Represent multiplication with equal groups using concrete objects and skip counting by twos, fives, and tens.	**Teacher Lesson Guide** 47, 64, 72, 145, 146, 148, 218, 228, 335, 408, 420, 421, 426, 432, 546,561, 573, 613, 825-828, 831-833, 847-848 **My Reference Book** 98 **Math Journal** 14, 45, 150, 151, 154, 155, 157, 161, 189, 271, 278, 283 **Math Masters** 43, 44, 45, 46, 79, 134,	

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
		172-174, 177, 182, 183, 186, 187, 231, 358-359, 362, 434, 365-366, 389, 393, 450 **Minute Math**+5, 7, 29	
	b. Represent division as fair shares using concrete objects or pictures.	**Teacher Lesson Guide** 135, 317-318, 409, 413-415, 430-433, 552, 557, 560-563, 605, 624, 825-828, 847-848, 891-893, 899-900 **My Reference Book** 36, 112-113, 114-115 **Math Journal** 146, 156, 165, 170, 171 **Math Masters** 37, 107-109, 120-122, 134-135, 176, 179-181, 188, 189, 190 **Minute Math+**	

Standard II: Students will model, represent, and interpret patterns and number relationships to create and solve problems with addition and subtraction.
Percentage of coverage for Standard II: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
2.1: Recognize, describe, create, and extend growing patterns.	**a.** Determine the next term in linear patterns (e.g., 2, 4, 6…; the number of hands on one person, two people, three people).	**Teacher Lesson Guide** 47-54, 62-64, 108-115, 117-118, 144-148, 150-152, 163, 191, 214-216, 218, 264, 265, 285, 317, 335, 352, 546-548, 559-563, 568, 836-838, 885-887 **My Reference Book** 96-106 **Math Journal** 8, 10, 13-14, 16, 19, 20, 26, 30, 32, 46, 49, 52, 54, 60, 68-70, 74, 88, 94, 103, 110, 114, 118, 121-122, 126, 129, 133, 161, 168,170, 229, 280 **Math Masters** 43-48, 75-80, 96, 107-109, 120-121, 126, 197, 209, 439 **Minute Math+**	
	b. Construct models and skip count by twos, threes, fives, and tens and relate to	**TLG:** 23-27, 55-58, 61-62, 64, 143-148, 149-154, 188-189, 213-216, 217, 219-221, 330, 544-546, 547, 807-809,	

		830-834 **MRB:** 184-187, 161, **MJ:** 2, 11, 14, 45, 47, 53, 57, 69, 70, 73, 118, 277, 278 **MathM:** 7, 14, 43, 44, 45, 46, 47, 48, 57, 75-77, 78, 196, 363, 424, 425, 426, 427, 431 **MM+:**	

Standard II: Students will model, represent, and interpret patterns and number relationships to create and solve problems with addition and subtraction.
Percentage of coverage for Standard II: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
2.2: Model, represent, and interpret number relationships using mathematical symbols.	**a.** Recognize that "≠" indicates a relationship in which the quantities on each side are not of equal value.	**TLG:** 65-70 **MRB:** **MJ:** 17, **MathM:**15, 16 **MM+:**	
	b. Recognize that symbols such as x, , or in an addition or subtraction equation represent a value that will make the statement true.	**TLG:** 384-387, 388, 394, 396-398, 399, 400, 549-551, 552, 557 **MRB:** 137, **MJ:** 139, 141, 163, 168 **MathM:**160, 167, 168, 198, 201, 437 **MM+:**	
	c. Identify and use the commutative and associative properties of addition to simplify calculations.	**Teacher Lesson Guide** 108, 110, 112-114, 162, 163, 290, 291, 292-293, 295, 297, 380, 382, 383, 749-751, 781-782, 802-804, 808-810, 813-815 **My Reference Book** 35**,** 93, 94, **Math Journal** 50, 105, 108, 132, 142,	`

		264-265, 269, 297 **Math Masters** 28, 51, 111, 112, 113, 115, 312, 353-354 **Minute Math**+24, 41, 42	

Standard III: Students will understand simple geometry and measurement concepts as well as collect and draw conclusions from data.
Percentage of coverage for Standard III: 100   %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
3.1: Describe, classify, and create geometric figures.	**a.** Describe and classify plane and solid geometric figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, pentagon, hexagon, cube, sphere, cone) according to the number of sides and angles or faces, edges, and vertices.	**Teacher Lesson Guide** 205, 326, 328-331, 333-336, 340, 342, 345-348, 351-352, 353, 693, 759-761 **My Reference Book** 50-59 **Math Journal** 62, 115-117, 120, 124, 125, 250 **Math Masters** 69, 96, 127-129, 130-133, 136-138, 142, 143, 144**,** 147, 148, 315, 415 **Minute Math**+ 17, 18, 53, 55, 56, 58, 59, 60	
	b. Compose and decompose shapes and figures by substituting arrangements of smaller shapes for larger shapes or substituting larger shapes for arrangements of smaller shapes.	**Teacher Lesson Guide** 337, 341, 342, 350-354, 356, 357, 359 **My Reference Book,** **Math Journal** 128, 251 **Math Masters** 139, 140, 142, 144, 145, 146, 147, 149-151, 316, 318, 372 **Minute Math**+	
	c. Compose and decompose shapes and figures and describe the part-whole relationships, similarities, and differences.	**Teacher Lesson Guide** 337, 341, 342, 350-354, 356, 357, 359 **My Reference Book,** **Math Journal** 128, 251 **Math Masters** 139, 140, 142, 144, 145, 146, 147, 149-151, 316, 318, 372 **Minute Math**+	`

Standard III: Students will understand simple geometry and measurement concepts as well as collect and draw conclusions from data. Percentage of coverage for Standard III: 100 %			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
3.2: Identify and use units of measure, iterate (repeat) that unit, and compare the number of iterations to the item being measured.	**a.** Identify and use measurement units to measure, to the nearest unit, length (i.e., inch, centimeter), weight in pounds, and capacity in cups.	**TLG:** 282-284, 287, 575, 660-663, 664, 665, 666-669, 670, 672-675, 676, 678-680, 681, 689-691, 699-702, 703, 704, 705-708, 709 **MRB:** 70, 71, **MJ:** 99, 100, 209, 212, 214, 216, 221, 224, 226, **MathM:** 110, 213, 252, 253, 254, 255, 256, 258, 259, 260, 261, 262, 264-266, 269, 270, 271, 275, 276, 279, 280, 285, 286, 287, 288 **MM+:** 117, 129, 131, 143	
	b. Estimate and measure length by iterating a nonstandard or standard unit of measure.	**Teacher Lesson Guide** 574, 662-663, 665, 672-673, 693 **My Reference Book** **Math Journal** 209, 214 **Math Masters** 214, 254, 260, 261, 282 **Minute Math+**	
	c. Use different units to measure the length of the same object and recognize that the smaller the unit, the more iterations needed to cover a given length.	**Teacher Lesson Guide** 283, 284, 287, 580, 662-663, 665, 667-669, 671, 675, 677, 679 **My Reference Book** 65, 66, 67 **Math Journal** 99, 100, 176, 177, 209, 212, 214, 216 **Math Masters** 110, 253, 255, 256, 257, 258, 265 **Minute Math**+82, 125	`

	d. Determine the value of a set of up to five coins that total $1.00 or less (e.g., three dimes, one nickel, and one penny equals 36¢).	**TLG:** 23-26, 27, 37, 38-40,41, 43-44, 45, 59, 66, 190-193, 194-195, 211, 219-221, 222, 223, 224-227, 228, 254-256, 259-263, 272-274, 276-280, 409, 726-729, 731-735, 737-742, 743-747, 748-751, 753-757, 807-811, **MRB:** 147 **MJ:** 2, 6, 7, 12, 57, 73, 75, 76, 77, 85, 93, 95, 96, 97, 231, 232, 234-238, 240, 241, 243, 246, 247, 266, 267, **MathM:** 58, 59, 65, 81-84, 94, 104, 296, 297-302, 304-307, 310-312, 418, 452, 458, 468, 472 **MM+:** 22, 35, 64, 67, 70, 141, 144, 145	
	e. Tell time to the quarter-hour and sequence a series of daily events by time (e.g., breakfast at 7:00 a.m., school begins at 9:00 a.m, school ends at 3:00 p.m.).	**Teacher Lesson Guide** 29-32, 198, 200, 204, 319, 321, 580, 867-869, 872-875, 879-883 **My Reference Book** 78-86 **Math Journal** 4, 59, 62, 63, 109, 178, 289, 291, 295 **Math Masters** 8, 60-64, 67, 68, 123-126, 379, 381-385 **Minute Math**+71,73, 74, 80	

Standard III: Students will understand simple geometry and measurement concepts as well as collect and draw conclusions from data.
Percentage of coverage for Standard III: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
3.3: Collect, record, organize, display, and interpret numerical data.	**a.** Collect and record data systematically, using a strategy for keeping track of	**TLG:** 207-212, 390-395, **MRB:** **MJ:** 66, 67, 137,	

	what has been counted.	**MathM:**71, 74, 162, 164, 165, 166 **MM+:**	
	b. Organize and represent the same data in more than one way.	**Teacher Lesson Guide** 210, 211, 392, 393, 583-586, 903-905 **My Reference Book** 40-44, 45-46, **Math Journal** 66, 67, 137, 180, 181, 198, 199, 305-307 **Math Masters** 71-73, 74, 162-164, 166, 219, 220, 395-396 **Minute Math+**	
	c. Organize, display, and label information, including keys, using pictographs, tallies, bar graphs, and organized tables.	**Teacher Lesson Guide** 210, 211, 392, 393, 583-586, 901, 903-905 **My Reference Book** 40-44, 45-46, **Math Journal** 66, 67, 137, 180, 181, 198, 199, 305-307 **Math Masters** 71-73, 74, 162-164, 166, 219, 220, 395-396, 398 **Minute Math+**	`
	d. Describe data represented on charts and graphs and answer simple questions related to data representations.	**Teacher Lesson Guide** 209, 212, 395, 583-587, 685, 687, 703, 896-899, 903-905 **My Reference Book** 40, 41, 45-48 **Math Journal** 174, 180, 181, 218, 267, 302, 307 **Math Masters** 74, 165, 219, 220, 221, 395-396, 399, 400, 401 **Minute Math+**	